

**Indiana Academic Standards (IAS):
Instructional and Assessment Guidance
ISTEP+: English/Language Arts – Grade 10**

Opportunity to Learn

From an assessment perspective, preparing students to be college and career ready necessitates a focus on “Opportunity to Learn.” Opportunity to Learn (OTL) refers to equitable conditions or circumstances within the school or classroom that promote learning for all students. OTL includes curricula, learning materials and instructional experiences. In short, OTL supports student success by ensuring student access to both content and instruction.

Opportunity to Learn is both a moral imperative and an ethical responsibility on the part of educators. Indiana teachers have a two-fold obligation with regard to OTL. First, teachers must provide students with OTL for Indiana Academic Standards that are assessed in the classroom and on ISTEP+. Second, and more importantly, teachers must provide OTL in terms of the content that students must learn in preparation for college and careers.

Prioritizing Instruction

In an effort to empower teachers and focus on instructional priorities, the Office of Student Assessment has created this Instructional and Assessment Guidance (“Guidance”) document for grade 10. The *Content Priority* of each Standard is delineated in the Guidance as one of three designations:

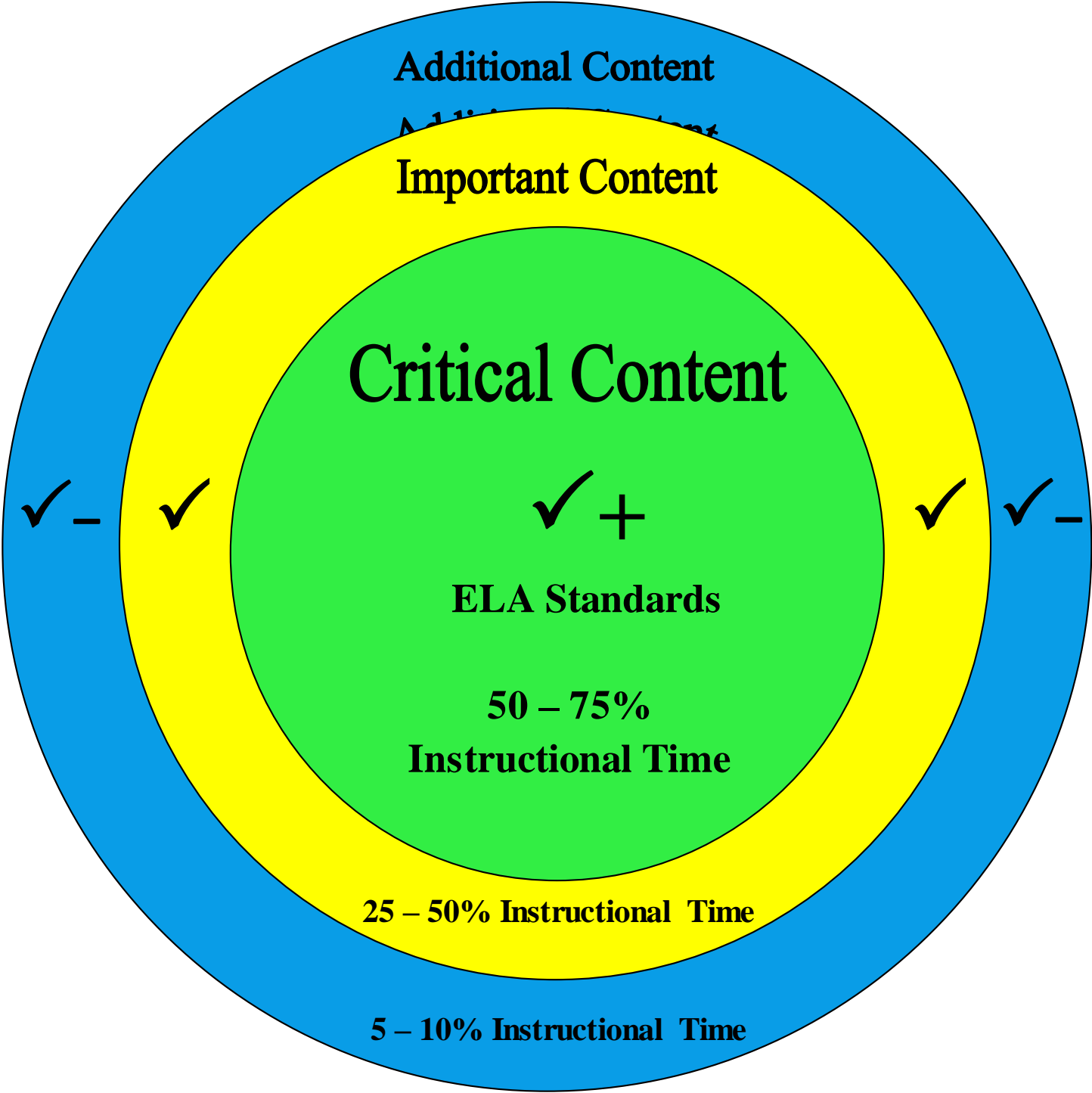
- 1) Critical – identified as “✓+”
- 2) Important – identified as “✓”
- 3) Additional – identified as “✓–”

This Guidance document identifies the *knowledge, skills, and abilities that every student must have by the end of grade 10 to be on-track for college- and career-readiness by the time the student leaves high school.* The Guidance document is designed to assist teachers in planning and prioritizing instructional time to ensure student success.

It is important to note that the Grade 10 ISTEP+ test is a domain-based test, rather than an end of course assessment. In other words, the Grade 10 ISTEP+ test will be administered during specified testing windows (Part 1, Part 2) and includes the following English/Language Arts-related topics: *Reading: Literature, Reading: Nonfiction; Reading: Vocabulary; Writing; and Media Literacy.*

A Final Note

The Guidance document, as well as the Standards themselves, is not meant to be used as a “checklist.” Rather, when teachers take into consideration the instructional priorities and deliver rich, meaningful lessons, the Standards come to life in the classroom.









Instructional and Assessment Guidance
ISTEP+: English/Language Arts – Grade 10

Symbol	Content Priority	Approximate Instructional Time
✓+	Critical	50 – 75%
✓	Important	25 – 50%
✓–	Additional	5 – 10%

** Represents standards that may be assessed during ISTEP+ Part 1 (Applied Skills; March) and ISTEP+ Part 2 (Multiple-Choice and Technology-Enhanced; April/May). All other standards, with the exception of Speaking and Listening, may be assessed during ISTEP+ Part 2. Speaking and Listening should be assessed locally.*

 *These standards are Learning Outcomes that serve as an umbrella standard for all others within that strand.*

Reading: Literature		Reading: Nonfiction		Reading: Vocabulary		Writing		Speaking and Listening		Media Literacy	
 9-10.RL.1		 9-10.RN.1		 9-10.RV.1		 9-10.W.1		 9-10.SL.1		 9-10.ML.1	
*9-10.RL.2.1	✓+	*9-10.RN.2.1	✓+	9-10.RV.2.1	✓+	*9-10.W.3.1	✓+	9-10.SL.2.1	✓–	*9-10.ML.2.1	✓–
*9-10.RL.2.2	✓+	*9-10.RN.2.2	✓+	9-10.RV.2.3	✓–	*9-10.W.3.2	✓+	9-10.SL.2.2	✓–	9-10.ML.2.2	✓–
*9-10.RL.2.3	✓+	*9-10.RN.2.3	✓+	9-10.RV.2.4	✓–	*9-10.W.3.3	✓	9-10.SL.2.3	✓–		
*9-10.RL.3.1	✓+	*9-10.RN.3.2	✓+	9-10.RV.2.5	✓–	*9-10.W.4	✓+	9-10.SL.2.4	✓–		
*9-10.RL.3.2	✓	*9-10.RN.3.3	✓+	*9-10.RV.3.1	✓+	9-10.W.5	✓	9-10.SL.2.5	✓–		
9-10.RL.4.1	✓–	*9-10.RN.4.1	✓+	*9-10.RV.3.2	✓+	*9-10.W.6.1	✓	9-10.SL.3.1	✓–		
*9-10.RL.4.2	✓–	9-10.RN.4.2	✓–	9-10.RV.3.3	✓–	*9-10.W.6.2	✓	9-10.SL.3.2	✓–		
		*9-10.RN.4.3	✓					9-10.SL.4.1	✓–		
								9-10.SL.4.2	✓–		